



## SEND Information Report 2025-2026

At Gladstone Park, we have a similar approach to other Brent schools in meeting the needs of pupils with special educational needs and disabilities (SEND) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The Local Authority has described their Local Offer for children with SEND in Brent school at [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer)

We are a fully inclusive, mainstream school and aim for all pupils to achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all our pupils including those with SEN and disabilities, so that they can reach their potential. It may not list every skill, resource, and technique we employ to achieve this. This is because these strategies are continually reviewed and developed and used to modify our provision to meet the changing requirements for individual children.

### **The Code of Practice (2014) defines SEND as follows:**

*“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils' progress is significantly below age-related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress.

We are pleased to share that children at Gladstone Park make good progress across the school. Our SEND policy is available on the school website. If you would like further information about what we offer here at Gladstone Park or are considering whether your child should join the school, then please do not hesitate to contact us directly.

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Please see our FAQs below:

### **1. How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress or well-being, you should speak to your child's class teacher initially.
- If you have any further concerns regarding your child's progress or well-being, then please request to speak to a member of our Inclusion Team.



## **2. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to do the following:

- Listen to any concerns you may have.
- Plan, implement and review any additional support your child may receive.
- Discuss with you any possible referrals to outside professionals to support your child's learning.

## **3. How is extra support allocated to children?**

- The school budget includes some funding for supporting children with SEND.
- Support for children may consist of additional scaffolding, resources, interventions, and support from internally and external agencies.
- The Leadership Team (as well as the SENDCo) discuss all the information they have about SEND in the school including the following:
  - the children receiving extra support already.
  - the children requiring extra support.
  - the children who have been identified as not making as much progress as expected.

Following these discussions, the team reviews the provision and arranges resources/training and support where required.

## **4. Who are the other people providing services to children with SEND in this school?**

Directly funded by the school:

- SENDCo
- SENDCo Assistant
- Additional teacher with NASENCo qualification
- Trained Teaching Assistants
- Place 2 Be counselling service.
- Speech and language trained support staff
- Four Mental Health first aiders.
- There are 15 First Aiders.

Other services used within the school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing-Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/Medical disabilities)
- Speech and Language Therapy for those children with an Education, Health and Care Plan) EHC Plan (provided by Health but paid for by the Local Authority)
- School nurse
- Occupational therapy
- Speech and language therapy at School Support level



- Brent Inclusion Support Service
- Supporting The Assessment Route (STAR)
- WEST (Well-being and Emotional Support team)
- Kids Network

### **5. How are the teachers in school helped to work with children with SEND and what training do they have?**

The role of the Inclusion team is to support the class teacher in planning for children with SEND. This is built into the school's professional development calendar during the school year to provide frequent opportunities to learn and implement strategies and techniques.

All staff, have regular training and guidance to meet the needs of our children. Some examples of training are:

- Precision Teaching and pre-teaching
- Supporting children with Autistic Spectrum Disorder
- The Anthem Way
- Speech Link
- The Thrive Approach
- Strategies for supporting children with literacy difficulties.
- Understanding the social and emotional needs of children with SEN/D
- Speech and Language modules
- Hearing impairment training

We provide targeted and specialist training for Teachers, Teaching and Learning Assistants who support children with particular SEN. Some examples include:

- Using Assisted Technology to support children in the whole class setting.
- Autistic Spectrum Disorder in the Primary Classroom, supported by Brent Autism Outreach Team.

All staff members can meet with external professionals, such as Speech and Language Therapists, to seek advice and support for working with children with specific need. Additionally, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from BOAT.

### **6. What is our approach to teaching children with SEND?**

If a learner is identified as having a SEND need, we will provide support that is **additional to** or **different from** the current approaches and learning arrangements that are in place (which are normally provided as part of quality-first teaching that is intended to overcome the barrier to their learning). This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.



When providing support that is “additional to” or “different from” the norm of quality-first teaching, we engage in a four-stage process:

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher, and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - provide the support – extra assistance for learning – as set out in the plan.
- **Review** – measure the impact of support provided and consider whether changes to that support need to be made. All involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

Gladstone Park Primary adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

#### **7. How will we measure the progress of your child in school?**

- Your child's progress is monitored against age-related expectations (ARE) by their class teacher.
- Their progress is formally tracked termly in reading, writing and maths termly through a combination of summative assessments and teacher assessment.
- At the end of Year 1, children are assessed in phonics and results are compared nationally.
- At the end of Key Stage 1 (i.e. at the end of Year 2) all children are teacher assessed.
- At the end of Key Stage 2 (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to complete, and Year 6 results are published nationally.
- Children on the SEN register will have a School Support Letter outlining their targets, along with the strategies and provisions in place to help them achieve these. This letter is reviewed termly.
- Children with an EHC Plan will have an Individual Support Plan (ISP) which will be reviewed with you and your child's involvement termly.
- The progress of children with an EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENDCo will also monitor that your child is making good progress within any individual work and in any group that they take part in.

#### **8. What support do we have for you as a parent of a child with SEND?**

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at school, so similar strategies can be used at home.
- A member of the Inclusion/SENCO Team is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Support Plans will be reviewed with your involvement each term.



- A home/school liaison book may be used to support communication with you, when this has been agreed to be useful for you and your child. Parents are informed and actively encouraged to support shared goals at home.

### **9. What support is there for my child's overall wellbeing?**

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. The class teacher has overall responsibility for the pastoral and social welfare of every child in their class; therefore, this would be the parents' first point of contact.

If further support is required, the class teacher liaises with the SENDCO and Inclusion Team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

We are now a Thrive school.

Thrive is a whole-school approach to supporting children's emotional and social development. Grounded in neuroscience and child development research, Thrive helps us understand the needs behind children's behaviour and gives staff the tools to respond in ways that build positive relationships, resilience, and emotional wellbeing.

By becoming a Thrive school, we are placing children's mental health and wellbeing at the heart of everything we do. This means we're better equipped to help every child feel safe, supported, and ready to learn—both emotionally and academically.

We follow a whole school structured PSHE curriculum called Jigsaw, which has a strong emphasis a mindfulness approach. In addition to this, it also supports pupils' emotional literacy, building resilience, nurturing mental and physical health. We also have Place 2 Be and Place 2 Talk for children. We can also offer parents support through our Place to be service.

### **10. How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines.

Parents need to contact the school office if medication is recommended by Health professionals to be taken during the school day and fill in a request form. On a day-to-day basis the Welfare Officer oversees the administration of any medicines.

As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff can manage medical situations.

### **11. How is Gladstone Park School accessible to children with SEND?**

All children have an assessment on entry to the school. The building is accessible to children with physical disability via ramps. The ground floor of the building is accessible to those with physical disabilities. We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. After school and extra-curricular provision is accessible to all children including those with SEND. Children with specific physical disabilities (e.g., mobility, visual) will be catered for according to their specific needs at the time.



## **12. How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
  - A transition booklet may be produced to support some children, which is sent home over the summer break, to ensure a smooth transition.
- In Year 6:
  - The SENDCo will meet the SENDCo of the relevant secondary school to discuss the specific needs of your child.
  - Where possible, your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child in this school.
  - We write social stories with children if transition is potentially going to be difficult for them.
  - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
  - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
  - If your child has an Education, Health and Care Plan (EHC Plan) an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

## **13. How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have Individual Support Plans discuss and set their targets with their class teacher.

If your child has an EHC Plan, their views will be sought before any review meetings, and they will be invited to attend if this does not distress them.

Pupil voice is carried out termly.

## **14. What support is there for behaviour, avoiding exclusion and increasing attendance?**



- As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties and at risk of exclusion, we involve the Brent Inclusion Team, who may write a support plan alongside the child and parents, set relevant targets, and have regular review meetings.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. This is done through a restorative conversation.
- Attendance of every child is monitored daily by the Attendance Officer. Lateness and absence are recorded and reported upon to the Leadership Team. Good attendance is actively encouraged throughout the school; it is rewarded during weekly assembly. We expect at least 98% attendance for every child.

#### ***15. How will my child be included in activities outside the classroom including school trips?***

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety is not compromised.

#### ***16. How are school resources allocated and matched to children's SEND needs?***

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of teaching staff, specialists and trained staff who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs-basis.
- Support may involve resources to support access to the curriculum, targeted interventions, support during lessons or as part of the school day.

#### ***17. What specialist services and expertise are available at or accessed by the school?***

- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. These include educational psychologists, specialist services for HI (hearing impaired)/VI (Visually impaired)/ASD the Inclusion Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.

#### ***18. What If I need to complain?***

Parents have the following rights of redress, should the school fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's complaints procedure.
- The disagreement resolution service (for disagreements between parents/pupil and the LA or parents/pupil and the educational provider).



- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).

### ***19. How can I get involved in the school as a parent?***

- We have regular workshops to inform parents on ways they can support their children at home.
- We welcome you to attend coffee mornings for parents with SEN children.
- We also have an active PSA (Parent Staff Association) body. Please see the website for more details.